

Lesson: **OGs of the Caribbean**

Author/Teacher: **Edwin Done**

Grade Level: **History, 7, 8: 12:1, Bilingual Setting**

Unit Description:

This unit will take **25 instructional days of 47-minute**. Students will be learning primarily about the Taino in the Caribbean prior to European colonizations.

Essential Question:

What was life like for the indigenous in the Caribbean prior to European colonizations?

Summative Assessment Description:

Students will create a poster, speech, or comic book to demonstrate the Caribbean through the following lenses: political, social, economic and geographic. Note: Some of these will intersect.

Woke Cypha Elements:



Storytelling: Honoring the exchange and significance of our oral tradition as African Diasporic people to our learning. To engage in the performance aspect of communication. The exploration of etymology, linguistics and making meaning.



Sankofa: Ensuring that a decolonized historical analysis is present in the unit that centers indigenous ideology, approach and beliefs to learning experiences. Ensuring that we dig down into the root of things.



Artistry: A multi-modal orientation to the ways we engage students in crafting and creation to foster work products that build upon students' multiple skill sets and strengths and reflect real world New Century application.

Materials and Resources for the Unit:

- **Tainos** by Jake Estrada
- *500 Nations First* (18 minutes of part 2) documentary

About the Educator

Educator Bio:

This is my 1st year teaching and I am teaching in the same neighborhood I grew up in, Washington Heights. I currently teach 7th/8th grade history in a 12:1:1 and bilingual setting. My students are primarily Dominican, Black and predominately boys who are also new to the country. I have learned so much this year and have taken advantage of all the training and support that I can find and I am eager to keep learning and to one day become a Master Teacher.

Pedagogical Philosophy:

My pedagogical philosophy is a mix of CRE, Restorative Practices and Hip Hop Pedagogy. I believe in Liberating/ Emancipatory Education and my focus is on indigenous ideals and culture.

I know that “education” as it currently stands is nothing more than just training. I believe that Information will help all of us get in — form — mation; however, knowledge is the most important thing because it allows us to be true to ourselves.

Reflection:

1. How have the **CREAD elements** impacted the way you approach unit/curriculum planning? How has the experience of the Woke Cypha impacted your pedagogical practice? In which ways is this unit different from the last time you taught it?

My experience with the Woke Cypha has helped me to better understand how and the ways in which theory meets practice and has helped me to recognize that my career is revolution and that my job is teaching. This experience has helped me to see the ways that I can apply my experiences and those of my students from the hood and apply these lessons into my classroom and instruction.